

NEW JERSEY

2000-2001

Guidelines and
Application

BEST

PRACTICES

Deadline for Application to County Office:
NOVEMBER 27, 2000

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	Language Arts Literacy	(Application is limited to one category. See page 3 for details.)
Practice Name	Cross-Curricular Approach to Genocide and Holocaust Studies	
Number of Schools with Practice	1	(If more than one school or district, read and complete information on page 2.)

County	Atlantic		
District (Proper Name)	Linwood Public Schools		
Address	Belhaven School		
	Street/P. O. Box		
	Belhaven Avenue		
	City	Linwood	08221 Zip Code
Telephone	609-926-6703	Fax	609-926-6705 Email MargaretDoran@
Chief School Administrator	Ralph A. Schiavo, Jr.		linwoodschoools.org
Nominated School #1 (Proper Name)	Belhaven School		
Address	Belhaven Avenue		
	Street/P. O. Box		
	City	Linwood	08221 Zip Code
Telephone	609-926-6700	Fax	609-926-6705 Email MargaretDoran@
Principal	Frank Rudnesky		linwoodschoools.org
Program Developer(s)	Susanne Pfaff-Manzini		
Application Prepared By	Susanne Pfaff-Manzini		
Chief School Administrator's or Charter School Lead Person's Signature			

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLYApproved: Yes No County Superintendent's Signature

**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be **keyboared on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used.** (This sentence is in twelve-point Times New Roman.)
4. **KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages**. Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
5. The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
7. The original and seven copies of the application must be submitted to the county superintendent of schools by **November 27, 2000**, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name
<input type="checkbox"/> Elementary School		<u>Cross-curricular Approach</u>
<input checked="" type="checkbox"/> Middle School	<u>5-8</u>	<u>to Genocide and Holocaust Studies</u>
<input type="checkbox"/> Junior High School		Number of Schools with Practice <u>1</u>
<input type="checkbox"/> High School		Number of Districts with Practice <u>1</u>
<input type="checkbox"/> Other: _____		Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
		<input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input checked="" type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input type="checkbox"/> Public Engagement	
	(family involvement and partnerships with business, community, school districts, and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.
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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

Using guidelines from the United States Holocaust Memorial Museum and The New Jersey Commission on Holocaust Education I have developed a cross curricular approach to teaching Genocide and Holocaust Studies that is appropriate for grades eight through twelve. The unit of study links art, history, creative writing, expository writing, science, sociology, psychology, and technology.

The main focus of the Genocide and Holocaust unit is on human rights issues. Students are engaged in exploration of the cause(s) and effect(s) of prejudice. In particular, students examine the impact of hate speech and hate crime in the past as well as in the contemporary world.

Listed Objectives:

- Students examine the far-reaching consequences of prejudice and discrimination.
- Students take a proactive approach to prejudice reduction through peer teaching and cooperative learning.
- Students develop written and oral communication skills through research and oral presentation.
- Students read and analyze fiction, non-fiction, and poetry.
- Students interpret, discuss and evaluate examples of Holocaust Art in order to develop deeper empathy for human suffering.
- Students develop information literacy skills and work place readiness skills through Internet and electronic database research that culminates in creating a multimedia presentation.

Innovation and Achievement:

My inspiration for instruction comes from the book *Light From the Yellow Star: Lesson of Love from the Holocaust*. This beautiful, and profound account of the Holocaust, written and illustrated by Robert O. Fisch, changed my approach to teaching about Genocide and Holocaust topics. Like many teachers I struggled to get beyond a strictly academic approach to teaching Holocaust and Genocide studies to reach a deeper and more meaningful examination of human rights and the power of human kindness. As Robert O. Fisch so eloquently put it: "How can sorrow, suffering, and atrocities of this magnitude be expressed? ...I want to say that it is not the ugliness of hate but the beauty of love which survives in time... We must develop principles of belief which provide a good quality of life, with self-respect as well as respect for others and by others. The Holocaust teaches this lesson: Love overcomes hate." Students take a more humane approach to Genocide and Holocaust studies focusing on individuals affected by hatred and prejudice. Achievement of heightened sensitivity and empathy for other cultures is evident in written and oral presentations. Students realize that the same hatred at the root of incidents of genocide throughout history can be examined on its simplest level in their own homes, neighborhood, and school. Students learn to appreciate the value of diversity in our society through a culminating cross-curricular examination of Genocide and Holocaust issues that will be continued in the local high school's Tolerance Course.

2. *List the specific Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards, addressed by the practice and describe how the practice addresses those standards(s). Provide an example to substantiate your response.*

Language Arts Literacy Core Curriculum Content Standards:

3.1-3.2 *All students will speak for a variety of real purposes and audiences. All students will listen actively in a variety of situations to information from a variety of sources.*

Students deliver a 3-5 minute presentation/lesson on specific Genocide and Holocaust issues to their classmates during class time. In addition, during the 1999-2000 school year, the author of *Memories of Anne Frank*, Hannah Goslar-Pick, a holocaust survivor and childhood friend of Anne Frank visited our school to speak to the students about tolerance and prejudice reduction. Students asked questions regarding the Holocaust after Ms.Goslar-Pick's presentation.

3.3-3.4 *All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. All students will read a variety of materials and texts with comprehension and critical analysis.*

Students write essays, stories, plays, and poems about Genocide and Holocaust issues. Students seem to particularly enjoy writing Found Poems based on their readings from *Light From The Yellow Star: A Lesson of Love from the Holocaust* by Robert O. Fisch.

3.5 *All students will view, understand, and use nontextual visual information.*
Students respond in writing to Holocaust Art. In particular, students wrote poems and stories based on the work of Holocaust artist David Olere.

Cross-curricular Core Content Standards:

Social Studies: 6.2 *All students will learn democratic citizenship through the Humanities, by studying Literature, Art, History and Philosophy, and related fields.*
Students communicate written, oral, and visual responses to various text and non-textual materials.

Social Studies: 6.4.8 *Understand how historical and contemporary ideas, perceptions, and occurrences have led to prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust.*
Students demonstrate an awareness of prejudice and discrimination through oral, written, and visual responses. Collaborative activities foster interdependence and give students the opportunity to practice tolerance and problem-solving strategies.

Visual & Performing Arts: 1.5 *All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.*

Students discuss the unique perspectives of Holocaust artists and write about the impact these artists have on our contemporary view of Genocide and Holocaust issues.

Science: 5.3.6 *Recognize the role of the scientific community in responding to changing social and political conditions.*

Students examine and write about ethical questions surrounding Eugenics, Genetic Engineering and Human Cloning.

Cross Content Workplace Readiness Standards:

1 *All students will develop career planning and workplace readiness skills.*

Students take notes on visual information from films, presentations, and other visual media, and report that information through speaking, writing, or their own visual presentation.

2 *All students will use information, technology, and other tools.*

Students use PowerPoint to present information on Genocide and Holocaust topics.

3 *All students will use critical thinking, decision-making, and problem solving.*

Our school based conflict resolution program offers students the opportunity to practice tolerance and peacemaking.

3. *Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.*

Educational needs:

- School based conflict resolution program mediated fewer than 10 conflicts during the 1999-2000 school year. Students need more intensive instruction in prejudice reduction. Raising awareness hopefully will attract more interest in mediation activities.
- The student population is predominantly white middle and upper middle class. Students need to develop an awareness and appreciation of multicultural topics.
- Students have not previously had an opportunity to synthesize information about Genocide and Holocaust topics from diverse (cross curricular) sources.
- New Jersey Grade Eight Proficiency Assessment results in Writing for the 1999-2000 school year show room for growth. 77% of our students fell in the Proficient range. The goal is to raise test scores moving more students into the Advanced Proficient Range.

- Students need to develop research skills for success in high school. Students entering the eighth grade have little or no prior knowledge of MLA or APA documentation.
- Students have little or no prior experience using PowerPoint as a presentation tool.
- Students have little or no prior knowledge of Media Literacy issues such as Copy Right and Fair Use Guidelines.

Assessment:

Concrete measurements of learning objectives can be assessed through the following accomplishments:

- Poems displayed in main hallway of our school.
- Written summaries of articles accessed through electronic databases.
- Persuasive essays written on controversial issues surrounding Genocide and Holocaust studies such as Genetic Engineering.
- Multimedia presentations including bibliographies that can be catalogued as Holocaust reference materials in our school library.
- Stories and plays presented to classmates.
- Written research papers including MLA style documentation.
- Oral presentation

4. Describe how you would replicate the practice in another school and/or district.

This Cross-curricular Approach to Genocide and Holocaust Studies unit is easy to replicate. The unit outline, instructional plan, recommended readings, PowerPoint instructions, suggested Internet sources, and samples of student work are available for replication. The unique element of this instructional unit is the humane approach. The key to success seems to be in awakening or stimulating an emotional response in students that will generate into personal investment in the research. Emphasizing the universality of human suffering and its effect on the society as a whole brings students closer to the heart of this lesson—tolerance and understanding.